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ABSTRACT

This final report describes the activities and accomplishments of the "Inclusion Facilitator Training Program," a 3-year, federally funded project of the Institute on Disability at the University of New Hampshire. The project was designed to train special education teachers (either currently practicing or graduate students) in current best practices related to the inclusion of students with significant disabilities in general education classrooms. The program's three biggest accomplishments are reported as: (1) training of 20 new Inclusion Facilitators for New Hampshire; (2) establishment of the program as an approved alternative route to teacher certification in mental retardation; and (3) establishment of the program as a permanent option within the Education Department at the University of New Hampshire. Specific accomplishments are reported for each major objective. Objective 1 involved development and refinement of 8 courses (23 credits) reflecting best practices in the education of students with low-incidence disabilities. Objective 2 focused on recruitment and enrollment of 22 trainees and program completion by 18 trainees. Objective 3 involved linking trainees with public school programs and development of performance-based assignments. Objective 4 addressed the collaborative development of a new "intensive special needs" certification endorsement. Objective 5 involved program evaluation. (DB)

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Final Report

"The Inclusion Facilitator Training Program"

Personnel Preparation to Serve Children with Low-Incidence Disabilities

Dr. Cheryl M. Jorgensen

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Final Report

"The Inclusion Facilitator Training Program"

1998-2001
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Personnel Preparation to Serve Children with Low-Incidence Disabilities

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Introduction

From 1998-2001, the Institute on Disability at the University of New Hampshire administered an OSEP Low-Incidence Personnel Preparation project titled "The Inclusion Facilitator Training Program." The goal of this project was to train twenty-four special education teachers in current best practices related to the inclusion of students with significant disabilities in general education classrooms in their neighborhood schools. Students with significant disabilities have traditionally been labeled as having mental retardation, autism, and/or multiple, physical disabilities.

The project was designed to create and teach a series of courses and provide a variety of other learning experiences for both *practicing teachers* with general special education training and certification (the initial certificate in the state of New Hampshire) and *graduate students in the special education M.Ed.*

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program at UNH who were at the beginning of their careers in special education. Completion of the courses and achievement of the program competencies would then lead to New Hampshire teacher certification in the low-incidence endorsement area titled "mental retardation."

Establishment of a permanent capacity to train teachers of students with low-incidence disabilities was to be accomplished through a) collaboration with the New Hampshire Department of Education on the development of a new low-incidence teacher certification endorsement and b) collaboration with the M. Ed. program in General Special Education to make the training program a permanent option at The University of New Hampshire.

Program Staff

Jan Nisbet, Ph.D., Director of the Institute, was the Principal Investigator on this project and provided overall project leadership.

Cheryl M. Jorgensen, Ph.D., coordinated the training program and taught the introductory course and the two curriculum courses.

Rae Sonnenmeier, Ph.D., SLP-CCC, co-taught the introductory course and the two curriculum courses. Her expertise in augmentative and alternative communication was embedded within all courses as trainees were supported to address students' communication needs in academic, social, extracurricular, and community activities and environments.

Carol Tashie, M.Ed., taught the Social Relationships course and Cathy Apfel, M. Ed., taught the Positive Behavior Approaches course.

Georgia Kerns, Ph.D., Coordinator of the University of New Hampshire teacher education program in Special Education, supported the development of the program and assured its alignment with the M.Ed. program in general special education.

Nancy Cicolini served as program assistant, managing office and financial matters for the project.

Project Accomplishments

The original objectives of the project are presented below with information about the accomplishment of each one.

Objective 1: Develop and refine coursework and competencies to reflect best practices related to the education of students with low-incidence disabilities.

The original competencies for the program included:

1. ASSESSMENT OF THE STUDENT AND THE LEARNING ENVIRONMENT

1.1 Assesses students' learning and communication styles, strengths, and needs using criterion-referenced assessments, observational assessments, ecological inventories, future-based assessments, and other classroom-based and authentic assessment strategies.
1.2 Identifies opportunities for learning and communication in a variety of inclusive environments, including regular education classrooms, typical school routines and activities, extracurricular activities, in the community, and at home.
1.3 Formulates students' learning and communication goals that reflect individualized expectations based on the content of the regular education curriculum including subject matter knowledge, basic skills, and general learning habits and behaviors.
1.4 Formulates students' learning and communication goals that represent functional life skills for use in out-of-class school routines, extracurricular activities, and community settings.
1.5 Recognizes environmental supports and factors that affect learning and communication, such as the physical environment, curriculum, classmates' and teachers' attitudes and behaviors, instructional methodologies, etc..
1.6 Recommends individualized supports and services necessary for learning and communication, including assistive technology, peer supports, related and medical services

2. CURRICULUM DESIGN, MODIFICATION, AND INSTRUCTION

2.1 Designs and implements individualized accommodations and supports in the classroom, school, and community, including curriculum modification, communication supports, natural supports, medical and related services, assistive technology supports, peer supports, and family supports.
2.2 Develops students' individualized education plans, including transition plans.
2.3 Demonstrates competence in teaching basic skills, especially relating to literacy and mathematics.
2.4 Uses a variety of instructional strategies and structures to teach individuals, small and large groups in regular classroom settings such as direct instruction and cooperative learning.

2.5 Designs and implements inclusive community-based-instruction, including service learning, cooperative education, apprenticeships, and internships.
2.6 Teaches communication skills to students and the people with whom they interact.
2.7 Utilizes a variety augmentative communication symbols, modes, aids, and techniques to design curriculum units, activities, and lessons (such as graphic language symbols, sign/gesture symbols, posture and gaze, communication boards and books, electronic and non-electronic communication devices,) to support students' active participation, learning, and communication in the regular class, during typical school routines, and in the community.
2.8 Applies seating, positioning, mobility principles, strategies, & equipment to maximize communication and learning.
2.9 Maintains augmentative communication and other learning aids through regular maintenance and service.

3. COLLABORATION AMONG FAMILIES, PROFESSIONALS, AND OTHERS

3.1 Collaborates with students and their families to identify and monitor educational and communication goals, future directions, support needs and outcomes.
3.2 Collaborates with school-based and community professionals and paraprofessionals to design, implement, and monitor students' educational environments, supports, goals, and outcomes.
3.3 Collaborates with non-school professionals and community members to identify, support, and monitor community resources.
3.4 Demonstrates effective communication skills when working with other team members.
3.5 Uses effective problem solving strategies in collaboration with other team members.
3.6 Effectively participates in and facilitates team meetings.
3.7 Acknowledges and respects cultural and familial differences as they relate to learning and communication.

4. SUPPORT FOR SOCIAL RELATIONSHIPS

4.1 Identifies opportunities and facilitates interaction between students with severe disabilities and their age-appropriate classmates and peers in order to develop, maintain, and enhance social and communicative relationships.
4.2 Identifies opportunities and facilitates support for students' participation in typical extra- and co-curricular activities, based on students' interest and desires.
4.3 Provide students with communication and behavioral supports for developing relationships.

5. EDUCATIONAL PROGRAM MANAGEMENT

5.1 Manages all legal and regulatory aspects of students' educational programs including student referral, parental rights, individualized educational plans, and student evaluations.
5.2 Manages all legal and regulatory aspects of students' transition planning and programming including referral to adult agencies, design of natural supports, and development of future-planning goals.
5.3 Provides leadership in the development and coordination of a comprehensive plan for the student's educational and communication supports and services.
5.4 Identifies funding sources for assistive technology in general and augmentative communication specifically.

6. SYSTEMS CHANGES AND ADVOCACY

6.1 Exerts leadership through professional organizations in the areas of inclusive education, augmentative and alternative communication, assistive technology, general school reform, systems change, futures planning and self-determination, and natural and family supports for students with severe disabilities.
6.2 Participates in on-going opportunities for professional development, by attending conferences, workshops, and advanced course work.
6.3 Educates and trains other professionals, administrators, paraprofessionals, family members, and the general community in the areas of inclusive education and communication supports for students with severe disabilities.
6.4 Acts as an advocate for students with severe disabilities and their families, in regard to each student's intrinsic value and contribution, high expectations, necessary supports, assistive technology, positive behavioral strategies, self-determination, family support, and futures planning.

7. POSITIVE BEHAVIOR SUPPORTS

7.1 Acknowledges the relationships among behavior, communication, and sensory and movement differences in the design and implementation of positive behavioral supports for students with severe disabilities.
7.2 Using strategies for building positive classroom and school environments for all students.
7.3 Uses strategies for decreasing students' hurtful behavior and increasing students' positive behavior.

8. EVALUATION OF LEARNING AND COMMUNICATION OUTCOMES

8.1 Develops understandable and meaningful documentation procedures to evaluate students' learning and functional communication outcomes.
8.2 Evaluates program effectiveness.

Based on these competencies, the following courses were developed for the program:

- Introduction to Inclusive Education for Students with Significant Disabilities (4 credits)
- Inclusive Curriculum, Instruction, and Communication Supports Part I (3 credits)
- Inclusive Curriculum, Instruction, and Communication Supports Part II (3 credits)
- Positive Behavioral Approaches (4 credits)
- Facilitating Social Relationships (2 credits)

NOTE: UPON REQUEST VIA EMAIL (cherylj@cisunix.unh.edu) DR. CHERYL JORGENSEN WILL GLADLY SHARE COURSE SYLLABI WITH OTHER COLLEGE OR UNIVERSITY FACULTY.

A course addressing systems change and advocacy was planned but was not taught due to scheduling difficulties. Information about these topics was embedded within the five other courses.

The courses were all taught one day per month (8:30 a.m. – 4:00 p.m.) in a geographic location central to the trainees who were practicing professionals, Concord, New Hampshire.

In their coursework, trainees read seminal literature in the profession; met with and heard from students with disabilities and/or parents; engaged in critical dialogue and reflection in class; conducted observations and evaluations with students in schools; attended state and national conferences related to critical issues in the profession; and competed authentic assignments related to assessment, curriculum design and modification, functional behavioral assessment, friendship development plans, design of augmentative communication systems, and collaborative teaming and problem-solving.

Each trainee in the program received monthly visits and mentoring from a faculty advisor or an experienced mentor who was teaching in the field.

During the third year of the project discussions were initiated with the University of New Hampshire Education Department related to the

establishment of a permanent option within the M.Ed. program in special education focused on training teachers to support students with low-incidence/significant disabilities.

As a result of those discussions, a proposal was submitted to the Department's Curriculum Committee to establish such an option. Feedback from the committee was very positive and the option will become a reality, upon final approval of the UNH Graduate School. The entire course sequence (revised – see below) will be taught beginning in the fall of 2001.

Revised competencies for the option were written to eliminate duplication with the competencies that underlie those in the general special education program, and include:

1. PHILOSOPHY AND VALUES

1.1 Demonstrates through language and practice a belief in the inherent value of students with disabilities and the philosophy that disability is a natural part of the human experience.

1.2 Presumes competence in students with disabilities by having high expectations for their learning and the development of their literacy skills.

1.3 Demonstrates a belief in the value of diversity by including students in age-appropriate, typical classrooms in local schools.

1.4 Promotes the development of students' self-determination and their graduation to typical adult lives in inclusive community settings.

2. ASSESSMENT OF THE STUDENT AND THE LEARNING ENVIRONMENT

2.1 Identifies opportunities for learning and communication in a variety of inclusive environments, including regular education classrooms, typical school routines and activities, extracurricular activities, in the community, and at home.

2.2 Assesses students' learning and communication styles, strengths, and needs using a variety of authentic assessment strategies such as criterion-based assessments, ecological inventories, futures planning assessments, and other classroom or typical activity-based strategies.

2.3 Assesses factors that affect learning and communication, such as the physical and sensory environments, the curriculum, instructional methods, and classmates' and teachers' attitudes.

3. DESIGN OF EDUCATIONAL PROGRAMS AND SUPPORTS

3.1 Collaborates with others to develop students' educational programs that reflect individualized goals based on the content of the general education curriculum, including: a) subject matter knowledge; b) literacy; c) social skills; d) career skills e) community service learning; f) skills for independent living; and, g) general learning habits and behaviors.

3.2 Designs and coordinates individualized natural and specialized supports in the classroom, school, and community, in the areas of curriculum, instruction, communication, assistive technology, and medical and related services.

3.3 Supports graduation planning that leads to students' participation in a variety of typical adult roles and inclusive environments such as postsecondary education, work, and community living.

3.4 Promotes the use of a variety augmentative communication symbols, modes, aids, and techniques (e.g., letters, words, graphic language symbols, sign/gesture symbols, posture and gaze, communication boards and books, electronic and non-electronic communication devices) that support students' active participation, learning, and communication in the general education curriculum, during typical school routines, and in the community.

3.5 Understands the unique nature of communication by students who use augmentative and alternative communication and uses advanced assessment and problem-solving skills to enhance their interactions with others.

3.6 Demonstrates awareness of appropriate seating, positioning, personal care, eating, and mobility principles, strategies, and equipment and collaborates with others to provide these supports to students.

3.7 Collaborates with others to secure funding for augmentative communication and other learning aids and assures their optimum functioning through regular maintenance and service.

4. SOCIAL RELATIONSHIPS

4.1 Identifies barriers (e.g., attitudes, educational practices, communication supports, transportation) to the development of students' social relationships and develops strategies for avoiding and or overcoming them.

4.2 Facilitates interactions between students with disabilities and their age-appropriate classmates in order to develop, maintain, and enhance social and communicative relationships.

4.3 Identifies opportunities and facilitates support for students' participation in typical extra- and co-curricular activities, based on students' interest and desires.

5. POSITIVE APPROACHES TO BEHAVIOR SUPPORT

5.1 Understands the complex interrelationships among behavior, communication, and sensory and movement differences.

5.2 Conducts comprehensive functional behavioral assessments.

6.3 Designs positive approaches to challenging behavior and supports teams in their implementation of individualized student support plans.

6. EVALUATION OF LEARNING AND COMMUNICATION OUTCOMES

6.1 Develops meaningful documentation procedures to evaluate students' learning and communication skills and provides this information for general education and alternate assessment purposes.

6.2 Evaluates educational programs in order to improve team collaboration, enhance the effectiveness of supports, and maximize student achievement.

7. LEADERSHIP AND SYSTEMS CHANGE

7.1 Uses leadership skills to promote quality inclusive education, students' access to augmentative and alternative communication and assistive technology, and general school reform and systems change.

7.2 Provides intensive and sustained support to teams as they make decisions regarding students' educational programs.

7.3 Coordinates and provides professional development for professionals, administrators, paraprofessionals, family members, and the general community in the areas of inclusive education and communication supports for students with disabilities.

7.4 Promotes the development of students' self-determination and the leadership skills of their families by connecting them with self-advocacy and community resources.

During the summer of 2001, the course sequence was redesigned and now includes the following titles:

Fall 2001

ED 854 - Contemporary Issues in Developmental Disabilities (4 credits)
Dr. Cheryl Jorgensen, Research Assistant Professor, UNH Education Department and Project Coordinator, Institute on Disability

Spring 2002

ED 9XX- Positive Behavior Approaches (4 credits)
Cathy Apfel, M. Ed., Educational Consultant, Institute on Disability

Summer 2002

COMM DIS 920 – Seminar in Augmentative and Alternative Communication (3 credits) Dr. Rae Sonnenmeier, Research Assistant Professor, UNH Communication Disorders Department and Project Coordinator, Institute on Disability

Fall 2002

ED XXX - Inclusive Assessment, Curriculum, Instruction, and Communication Supports (4 credits)
Dr. Cheryl Jorgensen and Dr. Rae Sonnenmeier

ED XXX - Facilitating Social Relationships (1 credit)
Carol Tashie, M.Ed., Project Coordinator, Institute on Disability

Spring 2003

ED XXX - Facilitating Social Relationships (1 credit)
Carol Tashie, M.Ed.

ED 876 - Teaching Reading to Students with Disabilities (4 credits)
Grant Cioffi, Ph.D., Associate Professor, UNH Education Department

Summer 2003

ED XXX – Leadership and Systems Change in Inclusive Education (2 credits)
Dr. Cheryl Jorgensen and Option Faculty

TOTAL of 23 credits

Funding for the option will come from both the UNH Education Department and the Institute on Disability.

Objective 2: Administer program operation related to student recruitment, selection, and advising.

Twenty-two trainees were enrolled in the program after completing a rigorous application and interview process. *Eighteen trainees* completed the program successfully on time. This represents an 82% completion rate to date. Three out of the 4 trainees who have not completed the program each have extraordinary circumstances that affected her.

- One student left the teaching profession (just before completing the last assignment in her final course) and now works for a private consulting group that develops alternate assessments for students with significant disabilities (Measured Progress). She is in an important leadership position in the field, advancing the values and practices that underlie the inclusion facilitator training program. While we wish that she were still working in New Hampshire schools, we are confident that her participation in the program has positively affected the work that she now does.

- A second student went through a difficult divorce during her participation in the program and is trying to finish one last assignment.

- A third student experienced a horrible personal tragedy while enrolled in the program. Her son died while participating in an adventure program on an Alaskan glacier during the summer between this trainees' first and second year. She managed to make significant process towards finishing both her master's degree and the requirements of the IF program, but she still has one outstanding assignment. We have been supportive of this trainee's emotional needs and will assist her to complete this assignment as she indicates a readiness to do so.

- The fourth student simply dropped out of the program for unknown reasons and has not responded to our attempts to contact her by phone or by mail.

Of the eighteen trainees completing the program, 6 were full-time students in UNH M. Ed. program in Special Education. Another student is a part-time student in the M. Ed. program in Special Education at Plymouth State College and was able to apply several credits from our program to her degree through a collaborative agreement between PSC and UNH. Another program graduate has applied to the UNH M. Ed. program (and will be able to apply some Inclusion Facilitator credits towards her degree). Several other students already had their master's degree and enrolled in this program to further their knowledge and get the advanced state endorsement in mental retardation.

All eighteen program graduates were recommended for state certification by program faculty.

Six trainees received graduate assistantships and stipends and worked with the Institute on Disability on a variety of its research, model demonstration, and training projects.

Objective 3: Design learning experiences that link trainees with public school programs that exemplify best practice in inclusive education.

Trainees had many learning experiences that linked them with families, students, and school programs that exemplified some or many best practices in inclusive education.

Some of the trainees that were practicing teachers worked in totally inclusive schools while others worked in schools in which most students were included most of the time. The graduate students in the program all did their internships in schools that were striving to be fully inclusive.

Upon notification of our funding, we developed and disseminated an application to recruit "mentors" for the trainees. Although we received twelve applications for mentors, we chose just three who represented the characteristics and skills that we wanted our trainees to emulate. All three were experienced (from 15-20 years experience) special education teachers serving in the role of Inclusion Facilitator. Linda Madden was a special education teacher and Coordinator at Nottingham Elementary School. Jane Murray was a special education teacher and Inclusion Facilitator at Litchfield Middle School, and Susan Chmura was a special education Coordinator at Nashua High School. Each of these mentors was contracted to support 3 or 4 trainees. Their mentor visited trainees at their school or they visited the mentor's school 6 to 8 times per year. Each of the faculty members teaching in the program also provided on-site mentoring to the trainees.

The performance of trainees was evaluated through a variety of means. First, all coursework required trainees to produce authentic work directly related to supporting students with significant disabilities who were included in general education classes. These performance-based assignments included tasks such as:

- conducting futures planning/MAPS/PATH/COACH interviews with students and their families to determine quality of life indicators and educational priorities:

- doing Typical Activity Assessments of the general education environment to determine the learning, movement, sensory, communication, and social demands of typical settings

- conducting in-depth Student Participation Observations to identify discrepancies between the participation and performance of typical students and those with disabilities

- developing modified instructional materials that would support students' learning and participation

- designing and testing augmentative and alternative communication systems that allowed students to participate in the academic and social life of the classroom and school

- doing functional behavioral assessments and designing behavior support plans based on positive approaches

- assessing team roles and responsibilities and addressing barriers to the effective and efficient provision of supports to students in general education classes

- identifying barriers to the development of social relationships and designing and implementing plans to remove their barriers and provide supports for friendships

These authentic performance-based assignments were evaluated using an innovative rubric scoring system. For example, the rubric for evaluating an assignment related to doing a family interview was as follows:

QUALITY OF LIFE AND EDUCATIONAL PROGRAM PRIORITIES INTERVIEW

4 = I read about quality of life/educational program priorities tools carefully prior to scheduling a family interview. I shared information about the tool/process that I chose with the family and the rest of the student's team. I included the student in at least part of the interview, if the family didn't object. The interview was scheduled at a convenient time and in a comfortable place. I actually gave some thought to this family's particular cultural background and made some specific adaptations or modifications based on the family's situation and characteristics. I transcribed the information and shared it with the family, other team members, and my instructors.

3 = I read about quality of life/educational program priorities tools prior to scheduling the family interview. I shared information about the tool/process I chose with the family but didn't involve as many team members in the process as I might have. The student was NOT included in the interview. The interview was scheduled at a convenient time and in a comfortable place. I followed the protocol closely. I transcribed the information and shared it with the family, other team members, and my instructors.

2 = I went into this interview feeling unprepared because I didn't do all of the reading I should have beforehand. I conducted this assignment simply because it was required but don't intend to use the results as part of a comprehensive planning process with the selected family. Other team members remain unconvinced about the benefits of doing family-centered planning and I was unsuccessful in changing their minds.

1 = I did not complete this assignment OR I conducted the interview over the phone or by asking the family to complete a paper and pencil "questionnaire" about the educational priorities they hold for their son/daughter.

In order to successfully move on to the next course in the training sequence, trainees were required to have a 3.0 average score on all of their assignments. Assignments not meeting that standard were turned back for revision and resubmittal.

Objective 4: Collaborate with the New Hampshire Department of Education on the development of a new "intensive special needs" certification endorsement.

Program Offers State Certification in "Mental Retardation"

Upon notification of funding for this project, Dr. Cheryl Jorgensen met with the New Hampshire Department of Education staff in the Certification and Educational Improvement Bureaus (which are responsible for development and promulgation of state teacher certification standards) to discuss whether the IF Program might be designated as one of the approved "alternate" routes to teacher certification that are available in New Hampshire.

After reviewing the program's competencies, coursework syllabi, mentoring program, and evaluation system, the Inclusion Facilitator Training Program was designated as an "Approved Alternative 4 Certification Program in Mental Retardation." This certification category is the one that has historically been related to the provision of educational services to students with labels of mental retardation, autism, and multiple disabilities. In the state of New Hampshire there are 5 routes to teacher certification. Alternative 4 programs are approved to train teachers and grant certification in "emergency shortage areas." Teachers of students with the label of mental retardation have been in short supply for many years, so the Department was eager to approve our grant-funded program. Trainees who successfully completed the Inclusion Facilitator Training Program and who were currently in teaching positions with students with significant disabilities were able to apply to the state for this alternative certification.

<u>New Certification Endorsement in Intensive Special Needs/Significant Disabilities</u>

The New Hampshire State Board of Education has developed a five year schedule to review and revise many of the teacher certification standards categories and one of the first to be addressed was that of "General Special Education." As stated before, in New Hampshire, all special education teachers must first gain certification in "General Special Education" before adding advanced endorsements. Examination of the specialized endorsement areas – like that in "mental retardation" – could not be done without first reviewing and revising the General Special Education credential.

Through a separate contract with the New Hampshire Department of Education, Dr. Cheryl Jorgensen directed a two-year project to examine and revise the General Special Education standards. This work has just been completed (July 2001) and the new standards are making their way through the approval and rule-making process.

We have requested that the Board *now* issue a charge to review and revise all of the advanced endorsement standards and we anticipate that the Board will do so within the near future. Dr. Cheryl Jorgensen will be closely involved with

that effort and the competencies of the Inclusion Facilitator Option will provide a framework for the development of the new state standards.

Objective 5: Evaluate the master's and certification-only program, including student competencies and achievement of overall program activities.

Evaluation of Trainees

Evaluation of trainee performance in the program was done primarily through the development and assessment of numerous performance-based tasks associated with coursework. As described previously, course requirements were designed to reflect not only the program competencies (which are very performance-based) but also the kinds of tasks that Inclusion Facilitators must perform on a daily basis in their school jobs.

The minimum rubric score requirements for trainees was established at a "3" out of "4" to reflect a high level of professionalism that is needed by teachers of students with significant disabilities.

Evaluation of Completion of Program Activities

On a monthly basis, the project coordinated assessed whether grant activities were being accomplished according to the timeline written into the original proposal. While modifications to the original activities timeline were made throughout the three year project, each and every activity was addressed by the completion of the funding period.

Project faculty are working closely with two not-yet-finished trainees to support their completion of the program.

Input from the Project Advisory Board

A Project Advisory Board was established and they met following years 1 and 2 of the project with our outside evaluator, Dr. Gail MacGregor. Their input on course content, program competencies, and administrative issues was incorporated into our proposal to the UNH Education Department to make the program a permanent option at the University.

Follow-Up Survey of Graduates

The project concluded on June 30, 2001, so no follow-up survey has yet been done with graduates. A letter was recently sent to all program graduates inviting them to be involved with the new IF option as visitation sites, guest

presenters in courses, and internship cooperating teachers. New Hampshire is a small state and we anticipate maintaining close contact with these graduates for many years to come.

Summative Evaluation of the Project

The project was a huge success. The three biggest accomplishments are:

- Training 18 (plus two who will likely finish soon) new Inclusion Facilitators for the State of New Hampshire

- Establishing the program as an approved "Alternative 4" route to teacher certification in mental retardation

- Establishing the program as a permanent option with in the Education Department at UNH.

Funding from OSEP was a critical factor in the achievement of these goals and we gratefully acknowledge the Department's support.